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MANAGEMENT AND MARKETING

A. PROGRAM RATIONALE AND PHILOSOPHY

In our rapidly changing world we need knowledge, skills and attitudes that will give us coping strategies to succeed in a global economy. The Management and Marketing curriculum will offer students these strategies and help to bring them successfully into the 21st century. Technologies may change, career opportunities may change, but marketing strategies help people adjust to change. They insure the right people, goods or services are in the right place at the right time and are offered at the right price. Marketing also insures people are aware of existing opportunities, products and services. Management identifies effective procedures for organizing and working with people.

Many academic courses from ECS to Grade 12 use management and marketing concepts. Students are consumers as well as employees in the workplace. Parents frequently share their workplace experiences with their children. These experiences range from small rural communities to large urban centres and from small entrepreneurial businesses to complex multi-national organizations. The challenge is to bring together what students already know and encourage them to extend their knowledge, skills and attitudes beyond what is already familiar to them.

Management and Marketing is designed to meet the individual needs of students and increase their knowledge and skills in this area. The focus is to accommodate differences in student learning and offer a student-centred program. This includes organizing modules for individual team and class work or using the community for work study opportunities. Modules are designed for experiential and project-based learning with the teacher's role being that of facilitator. The content of the Management and Marketing Studies strands will enhance academic, fine arts and other Career and Technology Studies strands as well as provide students with the opportunity to develop personal or vocational skills in a variety of work-related areas.

B. GENERAL LEARNER EXPECTATIONS

Students will:

- use their prior consumer life-skills to understand economic, marketing and management concepts at the introductory level
- identify areas of interest and talents within the Management and Marketing strand
- apply critical inquiry skills through the use of problem-solving and decision making applications
- describe the role of management and marketing in our competitive Canadian and Global economy
- demonstrate knowledge, skills and attitudes within the Management and Marketing strand that are necessary for the workforce and/or post secondary education
- identify knowledge, skills and attitudes within the Management and Marketing strand that can be used in their every day life.

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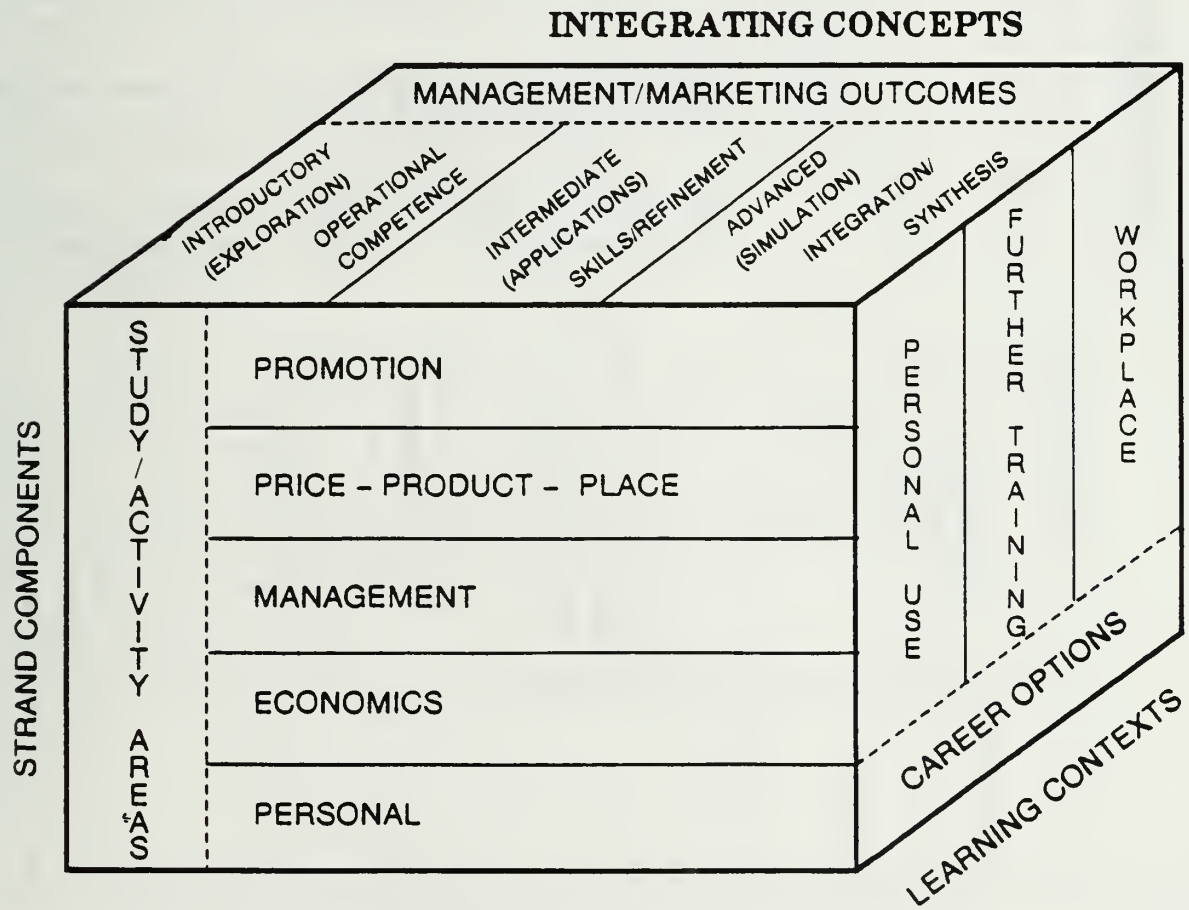
C. STATEMENT OF CONTENT

The model depicts major emphases within Management and Marketing. The three dimensions provide the basis for selecting and organizing the specific content.

- The INTEGRATING CONCEPTS, represented on the upper face of the model, identify sequential skill development levels for the program and address competency-based learning outcomes common to each component of the strand.
- The LEARNING CONTEXTS, represented on the right face of the model, foster the development of knowledge and behaviours that will enable students to meet the demands of daily living, further training and the workplace.
- The STRAND COMPONENTS provide situational and concrete learning experiences where knowledge, skills and attitudes that relate to the integrating concepts and learning contexts are linked. Each strand component focuses on an area of study and activity within the Management and Marketing Strand.



MANAGEMENT AND MARKETING

	INTRODUCTORY	INTERMEDIATE	ADVANCED	STRAND NAME
FOUNDATION	Management and Promotion			
EXPANSION	Promotional Studies	Visual Merchandising; Print Advertising; Broadcast Advertising; Sales Promotion; Sales Techniques; Direct Marketing	Management and Marketing Simulation; Management and Marketing Research	PROMOTION
	Retail Operations I; Product Development and Mgmt; Mgmt of Physical Distribution	Retail Operations II; Marketing Research; Location and Phys Facilities	Topics include: Marketing Management, Global Marketplace, Economics	PRICE, PRODUCT, PLACE
	Effective Management	Mgmt of Human Resources; Total Quality Management; Global Marketplace		MANAGEMENT
	Economics I	Economics II	Economics III	ECONOMICS
	Stock Market I; Risk Management	Stock Market II	Stock Market III	PERSONAL

PART D: CONGRUENCY WITH SPECIFIC AREA OF STUDY/STRAND

Name of Resource: _____

Area of Study/Strand: **MANAGEMENT AND MARKETING (Draft)**

In this resource, support for the learner expectations outlined is as follows:

LEARNER EXPECTATIONS	RESOURCE CORRELATION
GENERAL LEARNER EXPECTATIONS Students will: • use their prior consumer life-skills to understand economic, marketing and management concepts at the introductory level • identify areas of interest and talents within the Management and Marketing strand • apply critical inquiry skills through the use of problem-solving and decision making applications • describe the role of management and marketing in our competitive Canadian and Global economy • demonstrate knowledge, skills and attitudes within the Management and Marketing strand that are necessary for the workforce and/or post secondary education • identify knowledge, skills and attitudes within the Management and Marketing strand that can be used in their everyday life.	

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LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Management and Marketing **Module Learner Expectations** The student will: • identify and explain functions and characteristics of marketing using marketing terminology • identify and explain how different organizations are managed • identify and express areas of personal interest within the Management and Marketing program. **Specific Learner Expectations** **Marketing** The student will: • define marketing in terms of the learner's past and present experiences • identify reasons for marketing yourself • identify the two major goals of any business and explain the relationship between the goals 1. make a profit 2. satisfy customers • identify then explain how the 3 major functions of marketing (buying, selling and merchandising) support the goals of a business • identify the 4 P's of the Marketing Mix (Product, (includes People), Price, Promotion, Place) • discuss the decisions that are made in each component of the marketing mix • compare our Canadian economy with other economic systems • discuss why marketing is a big part of our Canadian economy	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Management and Marketing (continued) **Specific Learner Expectations** **Marketing (continued)** The student will: • discuss the evolution of marketing (barter, marketplace, railway, telegraph service, catalog, WWI, income tax, beginning of advertising, the automobile, supermarkets, government into the economy, marketing and communications) • describe the AIDA concept (Attention, Interest, Desire, Action) and discuss the role of psychology in marketing. **Management** The student will: • define management in terms of what students know from past and present experiences at home, at school, and in organizations they belong to • contrast the similarities and differences between the types of business organizations (sole proprietorship, partnership, large complex organizations vs. small business, service vs. product, franchise, not for profit) • identify and discuss the functions of management: motive, morale, planning, directing, problem solving, decision making, communicating, organizing, controlling • explain the linkages between labour and management • identify the regulatory effect of government on business • discuss ethics and the responsibilities of business to society and the environment. **Career and Opportunities** The student will: • explore career opportunities that would be of personal interest • identify modules within the Management and Marketing program that would be of personal value and interest.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Product Development and Management **Module Learner Expectations** The student will: • identify the components of customer-oriented marketing • explore a variety of product mix strategies • recognize the stages products and services go through from their introduction to their decline • identify and discuss the differences between brand names, trademarks and slogans • recognize the purposes of packaging and labelling of products. **Specific Learner Expectations** **Customer-oriented Marketing** The student will: • define customer-oriented marketing vs. product-oriented marketing, (products developed to meet the needs of the consumers) • define market segmentation and target market • identify and describe the components of a target market in terms of its – Participants—Decision Makers vs. Decision Influencers – Demographics—age, sex, income, geographical location, education, economic background, ethnic origin – Psycographics (Life-style Segments)—attitudes, interests, life-style, habits • identify target markets for a variety of products and/or services • identify and explain customer buying motives – Maslow's Hierarchy of Needs – Rational Buying Motives – Emotional Buying Motives	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Product Development and Management (continued) **Specific Learner Expectations** **Customer-oriented Marketing (continued)** The student will • explain how customer habits and attitudes have changed over time • identify the different types of markets – Consumer market – Industrial markets—Manufacturers, Wholesalers, Retailers. **Product Mix Strategies** The student will: • define the different classifications of consumer goods (staple , convenience, shopping, speciality, etc.) • define the differences between product mix and product line • explore a variety of strategies when establishing a product mix – developing a product line – expanding or contracting from line – improving existing products – differentiating the products – developing new uses – introducing new products. **Product Life Cycle** The student will: • illustrate, then explain the product life cycle (introduction, growth, maturity, decline) • define and describe the characteristics of fashion and fad • illustrate, then explain the fashion life cycle • explore the relationship between customer demand, product life cycle and the fashion life cycle.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Product Development and Management (continued) **Specific Learner Expectations** **Brand Names, Trademarks and Slogans** The student will: • define, then differentiate between brand names, trademarks and slogans • define and give examples of the different types of brand names – Family branding – Individual brand names – National brands – Private brands – Generic brands • identify the UPS (unique selling points) for a product in each branch category. **Packaging and Labelling** The student will: • recognize the purposes of packaging and labelling – Protection and Preservation – Packaging and Labelling as a promotional tool, shelve positioning – Labelling requirements.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Management of Physical Distribution **Module Learner Expectations** The student will: • illustrate how businesses use different channels of distribution strategies to bring their products to market • describe a variety of situations for bringing products to market that require different modes of transportation • research the channel of distribution and modes of transportation used for a particular product. **Specific Learner Expectations** **Channels of Distribution** The student will: • define channels of distribution • identify the three major distribution policies – extensive – selective – exclusive • define the elements of the Distribution Process (producers, processors, manufacturers, wholesalers, retailers and consumer) • discuss the importance of wholesaling to our Canadian economy • identify the different types of wholesalers • list the advantages and disadvantages of wholesalers • illustrate the paths a variety of different products take on route to consumers • identify the different types of retailers.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Management of Physical Distribution (continued) **Specific Learner Expectations** **Modes of Transportation** The student will: • identify the various methods of transportation used to transport goods – sea, containerization, intermodal transportation rail, road, air • list the advantages and disadvantages of methods of transportation. **Developing Place Strategies** The student will: • identify and discuss a variety of factors affecting channel selection • identify and discuss special distribution considerations when distributing to the global marketplace • analyzing the best channels and method of transportation to use for a variety of products.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Location and Physical Facilities **Module Learner Expectations** The student will: • identify and explain the important factors associated with choosing a retail location • choose a retail location for a business of his/her choice • design an effective store layout using the principles of store design and layout. **Specific Learner Expectations** **Choosing the Location** The student will: • define the terminology used in choosing a location • describe the type of retail store he/she is interested in opening • identify the kind of community (city/town/district) he/she is looking for • list store location objectives in regards to target market, business environment, and competition • identify a preliminary list of communities • investigate each preliminary community • compare communities selected, short list and rank • select the best community for the retail business • investigate various sites within the community • survey traffic patterns – compare buying vs. leasing – calculate how to best maximize sales – question the site based in store image – analyze large competition vs. one-of-a-kind • evaluate data collected and select a site.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Location and Physical Facilities (continued) **Specific Learner Expectations** **Store Design and Layout** The student will: • define store design and layout • recognize the importance of effective store design and layout • recognize the elements that compete for retail space within the store • identify the principle of store design and layout • compare layout patterns among stores with like product mixes (i.e., supermarket, womens' wear, shoe stores) • design an effective store layout using principles of design and store layout.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Marketing Research **Module Learner Expectations** The student will: • identify the purposes of marketing research • discuss the different types of marketing research • conduct and evaluate a marketing research study. **Specific Learner Expectations** **Marketing Research** The student will: • define marketing research • identify the importance of marketing research. **Types of Marketing Research** The student will: • identify and discuss the types of marketing research – market potential and sales analysis – product research – sales research – advertising research **The Problem-Solving Process** The student will: • conduct the marketing research • identify the problem and establish the goal of the research • develop a research plan for achieving the goal.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Marketing Research (continued) **Specific Learner Expectations** **The Problem-Solving Process** The student will: • collect information about the problem 1. secondary data 2. primary data – experimental – observational – panels – surveys • prepare and analyze information • report results • apply the results of the research to the problem.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Visual Merchandising **Module Learner Expectations** The student will: • identify types, elements and principles of display • demonstrate the use of effective visual merchandising techniques • evaluate a variety of displays. **Specific Learner Expectations** **Visual Merchandising** The student will: • define visual merchandising • identify the purposes of visual merchandising – grab customer attention – bring customers into the store – reinforce a store's image – support sales presentations • define the different types of visual merchandising exterior – closed, semi-closed, open interior – open display–gondola shelving, display racks, table, dump, package, ledge, and platform displays – closed displays—showcase, shadow box – architectural or built-up displays. **Creating a Display** The student will: • identify and discuss the principles and guidelines of visual merchandising • KISS • customer's view point	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Visual Merchandising (continued) **Specific Learner Expectations** **Creating a Display (continued)** The student will: • use of lines and design—vertical, horizontal, curve, diagonal • use of space—size, proportion, 3 dimensions • patterns—interface, stair step, gradation, pyramid, zig zag, repetition, radiation • balance, formal and informal • use of lighting • discuss the steps in planning a display – purpose, theme, location and merchandise selection – assemble materials needed • construct an exterior or interior display • maintain a display (clean windows, merchandise clean and neat, replenished, full stocked shelves, props in good repair, clean background and floor, maintained lighting fixtures, changing the display frequently). **Evaluation** The student will: • evaluate a variety of displays including his/her own (see F.E.C. evaluation sheet)	

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